DOCUMENT RESUME

ED 430 335 EC 307 183

AUTHOR	Cline, Starr; Schwartz, Diane
TITLE	Diverse Populations of Gifted Children: Meeting Their Needs in the Regular Classroom and beyond.
ISBN	ISBN-0-13-399908-4
PUB DATE	1999-00-00
NOTE	207p.
AVAILABLE FROM	Merrill/Prentice Hall, 200 Old Tappan Road, Old Tappan, NJ 07675; Tel: 800-643-5506 (Toll Free); Web site: http://www.merrilleducation.com; Web site: www.prenhall.com/specialed ($27).
PUB TYPE	Books (010) -- Guides - Classroom - Teacher (052)
EDRS PRICE	Document Not Available from EDRS.
DESCRIPTORS	*Ability Identification; *Disabilities; *Diversity (Student); Elementary Secondary Education; Emotional Development; *Gifted; Gifted Disabled; Inclusive Schools; Learning Disabilities; Mainstreaming; Multiple Intelligences; Physical Disabilities; Preschool Education; Regular and Special Education Relationship; Social Development; Student Characteristics; Student Needs; *Talent Development; Underachievement; Visual Impairments

ABSTRACT

This book is designed to help classroom teachers identify and plan for gifted children from special populations. It examines ways in which teachers can help these students reach their potential. The first section of the book, "Background for Changing the Present Educational Paradigm," includes chapters that discuss reasons for the failure to integrate gifted education into the fabric of the school and the relationships between multiple intelligences philosophy and the curriculum. Section 2, "Twice Exceptional: Gifted Children with Disabilities," discusses the need to include gifted children with physical disabilities in the regular classroom, how to identify and support gifted children with sensory disabilities, challenges involved in educating children with learning disabilities, and gifted students who have attention deficit disorders. Section 3, "Special Populations of Gifted Children," includes discussions of gifted children from diverse backgrounds, exceptionally gifted children, young gifted children, and gifted females. Section 4, "Issues and Concerns: Addressing the Needs of Students with Exceptional Abilities in the Twenty-First Century," presents different views regarding the social and emotional development of the gifted and the need to change the focus of the educational paradigm from a deficit model to a strength model. (Contains over 400 references.) (CR)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****